

LEISURE-TIME SPORTS FOR GIRLS IN THE HIGH SCHOOLS
OF POLK COUNTY, IOWA

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem	1
Statement of the problem	1
Importance of the study	2
Definitions of Terms Used	2
Carry-over sports	2
Individual and dual sports	2
Leisure time	3
Leisure-time activities and recreational activities	3
Procedure	3
II. REVIEW OF THE LITERATURE	4
Theory of Play and Recreation	4
Changed Nature of Work	7
Spectatoritis	10
Need for and Benefit from Leisure-time Activities	11
Education for Leisure	13
Goals for Leisure	18
Studies Concerning Leisure	21

	iv
CHAPTER	PAGE
III. RESULTS OF THE STUDY	27
Responses to the Questionnaire	28
School enrollment	28
Girls enrolled in physical education	28
Average sizes of physical education	
classes	29
Number of classes of physical education	
taught daily	29
Number of days each week that students meet	
for physical education	30
Modular schedule	31
Length of physical education class	
activity periods	32
Outdoor teaching facilities	33
Indoor teaching facilities	33
Instructors of girls physical education	34
Academic degrees held by girls physical	
education instructors	35
Designer of girls physical education	
curriculum	36
Responses to the Teacher Checklist	36
Responses to the Student Checklist	40

CHAPTER	PAGE
IV. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS . . .	44
Summary	44
Conclusions	44
Recommendations	45
BIBLIOGRAPHY	46
APPENDIX A.	51
APPENDIX B.	52
APPENDIX C.	54
APPENDIX D.	55
APPENDIX E.	56
APPENDIX F.	57
APPENDIX G.	59

CHAPTER I

INTRODUCTION

The average American already has more leisure hours than working hours. A conservative calculation gives about 2,175 leisure hours compared to 1,960 hours of work on an annual basis.¹ If this is true, what is man doing during all those leisure hours? If he is spending his leisure time effectively, what or who prepared him for it? Who is responsible for the education of people for worthy use of leisure time?

Education is for life. Schools teach things now that will be of value later. Activities that people can use or call upon at their leisure should be learned in school.²

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to: (a) determine which physical education activities were taught and participated in that have a

¹Joseph Prendergast, "The Place of Recreation in Modern Living," Journal of Health, Physical Education, and Recreation, XXXIII (September, 1962), 22.

²Marion Alice Sanborn and Betty G. Hartman, Issues in Physical Education (Philadelphia: Lea and Febiger, 1964), p. 131.

carry-over value for leisure time and to (b) present recommendations, if necessary, that would help improve the physical education program where carry-over sports are concerned.

Importance of the study. Preparing individuals for the enjoyment and worthy use of leisure requires much thought and effort. Individuals can be taught to use their leisure for constructive and wholesome activities, activities which will make their lives richer and promote social well-being. Selection of these activities will depend upon how they have been taught. The school program must be planned in light of carry-over values as well as for present enjoyment. A study of this type could serve as an aid to secondary schools in re-examining their physical education program to see if they are preparing today's youth for the worthy use of leisure time.

II. DEFINITIONS OF TERMS USED

Carry-over sports. Carry-over sports is the term used to describe sports which an individual can pursue throughout life and are individual sports as contrasted to team sports.

Individual and dual sports. Individual and dual sports are those sports or activities involving participation by one or two persons.

Leisure time. Leisure time can be defined as the time surplus remaining after the practical necessities of life have been attended to, that is, free time outside of the daily routine such as school, work, or housework.

Leisure-time activities and recreational activities. Leisure-time activities and recreational activities are activities engaged in outside of school, in a recreational program, or during one's leisure time.

III. PROCEDURE

A review of available literature was made to establish the need for leisure time activities and the role of the school in educating the students in worthy use of leisure time. After reviewing the literature, a questionnaire, teacher checklist, and student checklist were formulated and sent to thirteen girls physical education instructors in the high schools of Linn County, Iowa, to be validated.

The final questionnaire and checklists were developed and distributed to the girls physical education instructors in the fourteen high schools of Polk County, Iowa.

CHAPTER II

REVIEW OF THE LITERATURE

I. THEORY OF PLAY AND RECREATION

Man is naturally active, both physically and mentally. Primitive man enjoyed himself in self-expression after he had met the needs of self-preservation. His play consisted largely of play-fighting and play-hunting, dancing and pantomime, singing and storytelling. Children imitated these adult activities, both serious and play. Each new generation of children took on through imitation the accepted play patterns until a background of play traditions developed and spread over widening circles.

As a game spread out over larger and larger areas, people in different localities added variations of their own. With the appearance of creative minds, new play methods were invented or improvements made in the old.

The Greeks and Romans promoted athletic events. The first record of athletic contests was given by Homer. The names of Olympic victors were publicly recorded in 776 B.C. Later a reaction to recreation set in because of the abuses which crept in. While the Greeks and Romans are credited with the origin of many of our popular athletic

contests, their later history revealed a citizenship indulging in luxury, an example being the mass spectacles which were designed to amuse the audiences.¹

The early Christian church denounced amusements. The puritanical attitude was opposed even to the simple play life of children. In 1618, King James I issued a proclamation approving certain sports that were popular in the England of that period. In the New England colonies, the early settlers did not share the views of James and passed strict laws against all forms of amusements and sports. Magistrates attempted to suppress almost every form of leisure activity. Dice, cards, quoits, ninepins and other such games were banned in some New England states. Dancing under most circumstances was condemned, and the theater was prohibited.

At the beginning of the present century, leisure began to be increasingly available and was widely viewed as a social danger. It was an opportunity for the "lower classes" to engage in drunkenness, vice, and gambling. Because of this background many in the Western world still view leisure with at least a partial sense of guilt, and thus recreation is made as much like work as possible.²

¹Allen V. Saporita and Elmer D. Mitchell, The Theory of Play and Recreation (New York: The Ronald Press Company, 1961), pp. 8-12.

²Richard G. Kraus, Recreation and the Schools (New York: The MacMillan Company, London: Collier-MacMillan, Limited, 1964), pp. 30-31.

Park departments expanded rapidly in the United States during this time. In the 1920's playgrounds, golf courses, swimming pools, bathing beaches, picnic areas, and game fields were constructed. Municipal park acreage expanded more than in any other period. Chicago was one of the first cities to develop a large-scale network of neighborhood recreation parks. Some of these parks included gymnasiums, clubrooms, shower and locker rooms.

The so-called play movement became thought of as the "recreation movement" during the 1930's. This movement developed a close working relationship with public school systems. It moved from being a form of community service to widespread acceptance as a government function. Recreational facilities for adult use were developed. Leadership shifted from volunteer or part-time to full-time, paid leaders and administrators.¹

More than one hundred colleges and universities now offer professional preparation programs in recreation and park personnel. The enrollment of major students in these programs has increased by almost four hundred per cent over a two-year period. Graduate school enrollments in this field have almost tripled. Some areas of specializations or concentrations available in recreation are public or

¹Richard Kraus, Recreation and Leisure in Modern Society (New York: Meredith Corporation, 1971), pp. 187-9.

or community recreation, recreation leadership, recreation or park administration, camping and outdoor recreation.¹

II. CHANGED NATURE OF WORK

Much has been said of the new leisure and how it came about. In previous years leisure was enjoyed by the privileged class, produced by the labor of slaves, serfs, peasants, or lower classes. Today man has mechanical slaves working for him so that free time is placed at the disposal of all men. The leisure of an entire society must be accommodated in some way. The American pioneers, who had much work to do, frowned upon leisure. Leisure was not a problem to our forefathers who built a continent.

At the beginning of organized industry, the twelve-hour day seemed natural. This changed to ten hours and the six-day week and Sunday was the only day of leisure. After World War I the eight-hour day and five-day work week came into being. People engaged in new recreational activities such as going to the movies, driving automobiles, listening to the radio, and attending bathing beaches. Leisure became free time for a good time. During the depression leisure became associated with unemployment and during the period surrounding World War II, leisure connoted time for service,

¹Jackson M. Anderson, "Professional Preparation for Recreation and Park Personnel," Journal of Health, Physical Education, and Recreation, XXXIX (March, 1968), 85.

for duty, for personal preparedness.¹ In New York City in the 1960's, the International Brotherhood of Electrical Workers basic work week for electrical construction workers was twenty-five hours per week. In 1966, the average factory work week was forty-one and six tenths hours.

Eleven million factory and white-collar workers worked substantial amounts of overtime hours. There is also a substantial amount of moonlighting, or dual job-holding. One and six-tenths million employed individuals are reported to be self-employed in second jobs. Workers holding two or more jobs average about fifty-three working hours each week.²

It is obvious that our leisure stems from the technological revolution which has made it possible for industrial workers to create more goods in less time and with less effort. Along with this has come child labor laws, a shorter work week, longer weekends and paid vacations, earlier and longer retirement, and pension plans and other forms of social insurance. In 1950 there were over twelve million people in the United States who were sixty-five years of age and over, and the anticipation is that it will triple by 2000 A.D. Due to improved Social Security benefits and private pension plans, men are retiring earlier.

¹Sapora and Mitchell, op. cit., p. 23.

²Kraus, op. cit., pp. 308-9.

There are other societal trends which are responsible for the increased availability of leisure time:

1. Urbanization. The possibility for social interchange and recreational activity was limited for people who lived in widely separated rural communities. In our large cities today, masses of people find it easy to join together to play and carry on recreational activities.

2. Transportation. The ability to step into one's car and easily travel has been another important factor in speeding up the use of leisure time for recreational pursuits.

3. Leisure as a business. The willingness of the American consumer to spend heavily to satisfy his leisure interests has led to the development of a wide variety of commercial recreation enterprises. The purchasable products include equipment, facilities, forms of entertainment, packaged trips and others too numerous to mention.

4. Acceptance of Recreation. From early history where most forms of play were condemned by Church and civil authorities alike, has come an American culture described as a "fun morality." It is now taken for granted that one plays¹ hard and long.

¹Richard G. Kraus, Recreation and the Schools (New York: The MacMillan Company, London: Collier-MacMillan, Limited, 1964), pp. 5-7.

III. "SPECTATORITIS"

Cook wrote that there has been a growing trend in recent years for Americans to support spectator sports. The credit for the growth of "spectatoritis" has been given to television. Cook quoted the late President John F. Kennedy as saying, "All of us must consider our own responsibility for the physical vigor of our children and of the young men and women of our community. We do not want our children to become a generation of spectators. Rather, we want each of them to become participants in the vigorous life."¹ Cook also quoted Hippocrates, who in the Fourth Century B.C., said, "That which is used develops, and that which is not used wastes away."²

Kraus stated that "spectatoritis" was a major concern in the 1920's and 1930's, when there was a tendency to spend one's leisure hours in completely passive pursuits, or being entertained in theaters, movie houses, at the radio, or mass sporting events. He further stated that some observers no longer see this as a serious problem, that the popularity of water sports, family camping, community recreation programs, bowling, gardening, and other hobbies are evidence that Americans are more doers than watchers. He said that

¹Walter L. Cook, Lifetime Sports, A Guide for Instruction and Administration (Washington, D.C.: National Recreation and Park Association, 1967), p. 7.

²Ibid.

attendance at movies has declined, but on the other hand, home television watching climbed dramatically in the 1950's, and that by 1968, 95 per cent of the American homes had television sets.

Kraus asked why all this should concern us. He stated that spectator activities do not really involve the participant socially, physically, or creatively. He felt it was important to note statistics that say American children in some communities spend more hours each day watching television than they do attending school. He asked what kinds of leisure patterns these youngsters were establishing for adulthood.¹

IV. NEED FOR AND BENEFIT FROM LEISURE- TIME ACTIVITIES

The young adult in today's society needs skills for group living. Participation in sports throughout a lifetime does more than contribute to muscle tone and physical fitness. Cook stated that the late Will C. Menninger expressed the opinion that people find relief in sports which contributed to their mental health.² Sanborn and Hartman stated that for improved mental health, people must recognize that play and the enjoyment of leisure is

¹Kraus, Recreation and the Schools, pp. 40-1.

²Cook, op. cit., p. 8.

not evil, and we no longer need to work such long hours to survive.¹

Sapora and Mitchell felt there is an increased awareness of the necessity to develop a leisure-time program of healthful and muscle-building activity. There is also a need to satisfy human interests. Those attending the tools of industry may find their work monotonous; laborers may be irritated and lack creative effort. Wholesome play is valuable as a preventive of delinquency and crime, shiftlessness and poverty. These writers advocated a program of education for leisure proceeding along three lines: first, providing facilities for those now in need of wholesome recreation; second, the refinement of recreation interests already formed through adult education; and third, a wholesome attitude toward recreation so that children will be interested in and provided with types of recreation that will be useful to them throughout life.²

Green wrote that there was no intrinsic relationship between a given physical activity and a moral purpose, except what was supplied by the mind. He further stated that "although such an activity does not produce approved attitudes and values, the desire to associate oneself with

¹Sanborn and Hartman, op. cit., p. 132.

²Sapora and Mitchell, op. cit., pp. 228-9.

such attitudes and values can lead to engaging in an approved activity."¹ He further stated that there is a possibility that such activities such as camping may have some value in efforts to "rehabilitate" delinquent youths.²

V. EDUCATION FOR LEISURE

What is education for leisure? Some educators think of it in terms of guidance in the right use of leisure. Physical educators are concerned with physical fitness, organic vigor, and the carry-over of wholesome recreation.

Student activities in secondary schools were first, resisted and prohibited; next, they were grudgingly accepted and tolerated; last, they were completely supported and viewed as an integral part of the schools' curriculum. After 1910 there was a growing interest in co-curricular activities of all types. Because this interest became one of the 1918 "Cardinal Principles of Secondary Education," it was recommended that the high school principals appoint a director of activities who "should see that the pupils are developing interests that will assist them in later life to use their leisure wisely."³ In 1933, an assignment for the

¹Arnold W. Green, Recreation, Leisure, and Politics (New York: McGraw-Hill Company, 1964), p. 104.

²Ibid.

³Kraus, Recreation and the Schools, p. 127.

National Recreation Association carried out a survey of leisure education practices and recreation sponsorship in America's schools. Another report in 1946 made a number of recommendations in regard to leisure education. This report redefined the role of the school and looked upon the role of recreation and leisure in society with a more sophisticated view than the 1918 statement had done. Today there prevails an extensive extracurricular program in most secondary schools. There should be a greater concern for activities within the school day that develop social qualities. Leisure-time skills are particularly important for the large group of less talented persons. This is not to imply that the above-average persons should be neglected.¹

Physical educators know that children can learn new skills more rapidly and with less effort than can adults. This does not mean that skills cannot be learned late in life, or that behavior patterns cannot be changed but it is very rare when anyone takes up an activity and becomes proficient in it after the age of twenty.² The basic or foundational skills should be developed in junior high school; group activity should be stressed. Specialization

¹Ibid., p. 70.

²William Leonard Hughes and Esther French, The Administration of Physical Education for Schools and Colleges (New York: The Ronald Press Company, 1954), p. 211.

should be permitted in high schools; specialization in activities which can become lifelong recreational pursuits.¹

Even the elementary schools can play a key role in education for leisure. The elementary physical education program can contribute to the recreational competence of children in specific ways:

- (1) developing and improving organic fitness;
- (2) teaching basic neuromuscular skills which underly all physical recreational activities;
- (3) teaching specific skills in games or sports which have the potential for recreational carry-over, either in the present or the future; and
- (4) developing favorable attitudes toward play and the needed qualities of good sportsmanship, group cooperation, responsibility, and social awareness, which promote satisfying participation.²

Leisure literacy can and must be taught early in an individual's life. Younger children possess uninhibited tendencies toward leisure literacy and that early knack which children display for leisure literacy should be preserved and cultivated. The appropriate place to approach this task is in the schools and the fields of health, physical education, and recreation should assume a large share of the burden of leadership in this drive.³

Very few college students have enough knowledge and skills to participate in golf, tennis, badminton, bowling,

¹Ibid., p. 59.

²Kraus, Recreation and the Schools, pp. 110-1.

³Theodore M. Kohler, "We Must Look Fearlessly at the Threat Posed by Hugh Blocks of Free Time," Journal of Health, Physical Education, and Recreation, XXXVIII (June, 1967), 28-9.

handball and other such activities. By the time students reach college level, they may become self-conscious, afraid of being laughed at, or have developed bad habits because of lack of adequate instruction. If boys and girls have not been exposed to such activities by the time they leave high school, chances are they will be unwilling to learn. Adults use the carry-over sports most in their leisure time. Since many students do not go on to college, the public schools have the responsibility of introducing these sports.¹

Wilkinson, President of the Lifetime Sports Foundation, was concerned with this carry-over value when he defined lifetime sports in this way: "A true lifetime sport should meet the following criteria: (1) it is a game which can be played and enjoyed throughout one's life; (2) both men and women can participate; (3) no team organization is required; and (4) facilities for play are readily available."²

Research sources indicate that the chief purpose of leisure education is to bring about certain desirable changes in the students who are exposed to it. These changes may be stated in terms of:

- (1) Attitudes. The students should develop favorable attitudes leading to direct personal involvement in many enriching, satisfying activities. (2) Knowledge.

¹Cook, op. cit., p. 9.

²Ibid., p. 6.

The "how," "why," and "where" of recreational participation must supplement the attitudes. The student can learn about recreational opportunities through direct experience and exposure. (3) Skills. The student should be provided with basic skills that are directly related to recreational opportunities presently available. The school experience should be preparation. (4) Behavior. Leisure education should lead to behavior which is marked by good judgment in selecting recreational pursuits; leisure interests that meet physical, emotional, and social needs; and solid competence in participation.¹

Brightbill laid out some reliable guidelines for stimulating motivation in education for leisure:

1. The individual's motivation should be aroused by opening him to many choices of activity.
2. The objectives should be made clear as to how they relate to the doer, his fellow man, and the totality of life.
3. The doer should be encouraged to think for himself.
4. The doer must discipline himself in learning the skills.
5. Appeal must be made to the emotions as well as the intellect.
6. The doer should develop appreciation, learn skills, have opportunities to use them and know why they are necessary.²

¹Kraus, Recreation and the Schools, pp. 85-7.

²Charles K. Brightbill, Educating for Leisure-Centered Living (Harrisburg, Pa.: The Stackpole Company, 1966), pp. 142-3.

VI. GOALS FOR LEISURE

Man should take advantage of his leisure time and plan wisely for himself. Those interested in the development of lifetime sports education felt that with suitable activities, geared to age and physical ability, all people should be able to find socially acceptable outlets that will benefit them both physically and emotionally. The child who is driven to school and pores over school-studies all day needs something physically challenging. The college student absorbed in his studies can discover that he can profit from some tension-reducing physical activity. The bank clerk can even benefit from some sport activity. Positive attitudes about participation in sports should be developed early so young people will enjoy healthy emotional benefits both now and later.¹

An individual wants to see himself, and to have others see him, as being liked, wanted, accepted, and successful. The adequate and fulfilled person feels this way. He develops these feelings as a result of many experiences. But fulfillment is also a result of becoming what one is capable of becoming.

Personal fulfillment can come about through recreation,

¹Edward D. Greenwood, "Emotional Well-Being Through Sports," Journal of Health, Physical Education, and Recreation, XXXVIII (November-December, 1967), 33-4.

participating in a sport, experiences in the out-of-doors.¹

People, in their leisure, do what they like to do, and like to do what gives them enjoyment, happiness, and satisfaction. Skill is basic to interest and thus to participation. Recreation agencies cannot accept the responsibility alone; the schools must share it. In a nation where leisure constitutes more than half the waking hours of the adults, the schools cannot justify failing to prepare young people for more effective and satisfying use of their leisure. Here, education has a fine opportunity to reach man's goal of the "good life."²

Leisure time programs should be based upon the needs, interests, and abilities of all the people. The program should provide opportunities on an individual basis and also include group activities whenever possible. It should consist of many and varied activities including opportunities for participation in the out-of-doors.³

More than ever before, the schools in 1977 will be concerned with education for living. Recreation is interwoven in all of man's activities, his work, home, community and family responsibilities. Recreation is play for the young, provides contrast to work for adults, and can become a major part in the life of a retired person.

¹AAHPER, Goals for American Recreation, The Commission on Goals for American Recreation (Washington, D.C.: AAHPER, 1964), pp. 7-9.

²Ibid., p. 18.

³Ibid., pp. 24-5.

The school curriculums of 1977 must be tools for developing attitudes, understandings, knowledges, and skills required for leisure literacy. The physical education program is an integral part of the school curriculum and can provide lifetime sports such as: swimming, camping, skiing, riding, archery, bowling, golf, tennis, dance and rhythms.

The school must be a partner with other agencies that have responsibilities for community programs and facilities relating to recreation. The school must be a co-operative agency in effecting education, in order to make innovative changes that will reshape or re-emphasize curriculum experiences that lead to worthy use of leisure.¹

A child's time is divided between three types of activities: time for family, time for work, and time for play. It is the school's responsibility for educating today's youth in worthy use of leisure time.²

Rosenstein felt that some specific functions which state education departments should carry out include:

1. Assist professional leadership for the administration and supervision of school recreation programs.
2. Assist in the design of school plants to the secondary school will operate as a community recreation center.

¹Julian W. Smith, "What Will Recreation Be Like in 1977?" Journal of Health, Physical Education, and Recreation, XXXIX (March, 1968), 32-3.

²Nels Anderson, Work and Leisure (New York: The Free Press of Glencoe, Inc., 1961), pp. 133-5.

3. Assist the schools in carrying out responsibility for integrating content relative to leisure into the overall educational program.¹

VII. STUDIES CONCERNING LEISURE

Several studies have been conducted with both high school and college students concerning leisure-time and leisure-time activities.

Larrabee and Meyersohn reported results of a study done on leisure pertaining to "activities considered 'Good Time' by high school students." Seventy-three per cent out of 318 males and 55 per cent out of 478 females listed sport activities as their first 'Good time' activity. Outing activities were second with 26 per cent from both groups.²

Data from a questionnaire administered to women enrolled in college physical education courses revealed that basketball, softball, and volleyball were taught most frequently in high school. The activities in which most students were participating outside of school were: swimming, bowling, tennis, and skiing. Over 90 per cent

¹Irvin Rosenstein, "Recreation as a Responsibility of State Education Departments," Journal of Health, Physical Education, and Recreation, XXXX (April, 1969), 50.

²Eric Larrabee and Rolf Meyersohn, Mass Leisure (Glencoe, Illinois: The Free Press, 1958), p. 187.

of these students checked this one objective in the questionnaire: "to learn activities that can be continued outside of school."¹

Jung conducted a study on leisure activities and preferences of 574 children in a California city and differences which do exist among white, Negro, and Oriental children in these activities and preferences. Analysis of the data revealed that ethnic differences still exist in American families in regard to leisure-time pursuits. It was recommended that the use of children's leisure time could be improved and better balanced.²

The purpose of the Peterson, et. al. study was to see if there were any distinguishing personality traits of women who engaged in team sports as opposed to women who engaged in individual sports. It was hoped that this would facilitate the development of better physical education programs for women. One hundred fifty-six subjects were selected from Amateur Athletic Union athletes and the 1946 United States Olympic team. Results indicated that women who competed in individual sports rated higher in dominance,

¹Marion R. Broer and Dolly A. J. Holland, "Physical Education Interests and Needs of University of Washington Women in Service Classes," Research Quarterly, XXXVIII (December, 1954), 387-97.

²Raymond Kay Jung, "Leisure Activities of Children of Different Socio-economic Status and from Different Ethnic Groups" (Dissertation Abstracts, XXIV, 1946, University of California, Berkeley, 1963), 5084-5085.

adventurousness, self-sufficiency, and impulsiveness.¹

Men in four occupational groups were surveyed in selected communities in Northeast Arkansas and Southeast Missouri in order to determine their recreational pursuits. Results showed that professional men tended to participate in a wider range of recreational activities than other occupational groups. The typical recreational activity was as follows: for professional men, reading; for business men, television, stereo, and radio; for city workers, fishing; and for rural workers, fishing and hunting. In general, occupational groups showed little interest in learning new recreational activities.²

A closed campus at Linden High School, Linden, Michigan, prompted the boys' physical education instructor to develop a noon program. The program made use of student supervision and offered such activities as volleyball, tumbling, horseshoes, table tennis, and dancing. Previously, the students wandered through the halls, creating general confusion, and making supervision almost impossible.³

¹Sheri Peterson, Jerome C. Weber, and William W. Trousdale, "Personality Traits of Women in Team Sports vs. Women in Individual Sports," Research Quarterly, XXXVIII (December, 1967), 686-9.

²Linus J. Dowell, "Recreational Pursuits of Selected Occupational Groups," Research Quarterly, XXXVII (December, 1967), 719-22.

³James C. Leighty, "Recreation Break," Journal of Health, Physical Education, and Recreation, XXXVII (May, 1967), 23-4.

Vendien stated that the size of the community, climate, terrain, and other factors affect physical offerings and leisure-time activities. Girls in Michigan high schools were asked to check items pertaining to activities presented in school, school sponsored out-of-class activities, and leisure time (not school sponsored) activities and interests. Ten leisure-time activities did not appear in any part of the school program. The girls indicated a desire to learn more about horseback riding, swimming, golf, tennis, archery, and bowling. Some of the reasons given by the girls for not participating and by the physical education instructors for not offering these activities were: lack of facilities, lack of time, no one to teach the skill, lack of teaching qualifications, and class size.

Vendien felt that physical educators, recreational personnel, and community agencies needed to plan together more effectively so there can be better integration of the school physical education program and leisure time facilities and opportunities in the community.¹

A teaching assistant at the University of Iowa asked of sixty adults whose physical education experiences were

¹Lynn Vendien, "Are You Teaching Leisure Time Skills?" Journal of Health, Physical Education, and Recreation, XXXI (November, 1960), 40.

twenty to thirty years ago, if they remembered their physical education classes. Summarized below are some of their comments:

Most of my training was in sports; football, basketball, which I could not pursue in my professional life. I learned the value of sports from my family.

My high school physical education program was a complete waste of time: baseball, football, basketball.

My only athletic endeavor was football and basketball in high school which are of no value to me now at age 33.

Most "carry-over" sports were scorned by those of us on the football and basketball teams.

Suggestions these adults made to improve present day programs were:

1. Help the individual discover an activity that will be rewarding to him.
2. Teach sports that one can do later in life such as handball, tennis, swimming, and squash.
3. The public schools should open their facilities to the public during the evenings.
4. Stress activities that seem more appropriate for middle age business people. Activities which will

keep him fit and that one can participate in alone or with one other person.¹

Participants were questioned as to whether or not their school program helped formulate habits of exercise that carried over into adult life. The majority answered "no." Participants expressed that a greater variety of activities, especially those considered carry-over, was needed. They also saw the need for more emphasis on the enjoyment of participation rather than on competition.²

¹Burton C. Brunner, "How Will Today's Physical Education Classes Be Remembered in 1989?" Journal of Health, Physical Education, and Recreation, XXXX (February, 1969), 42.

²Burton C. Brunner, "Personality and Motivating Factors Influencing Adult Participation in Vigorous Physical Activity," Research Quarterly, XXXX (October, 1969), 464-9.

CHAPTER III

RESULTS OF THE STUDY

A total of fourteen questionnaires, teacher checklists and class schedule forms were distributed to the girls physical education instructors of the high schools of Polk County, Iowa. A total of fourteen questionnaires, checklists and class schedules were returned. This represents 100 per cent of the total number of forms distributed to teachers. A total of 419 checklists were distributed to the students of the fourteen high schools. A total of 379 checklists were returned, representing 90 per cent of the total number of forms distributed to students.

The physical education instructors were surveyed concerning class size, teaching facilities available, and activities offered in their physical education classes. The women students were surveyed concerning where they received instruction in certain activities and to what extent they participated in these activities. The questionnaires and checklists received were used in developing the results of the study as reported in this chapter.

The following information was tabulated by the investigator and indicates responses to the questionnaire

and checklists as completed by the instructors and students in each school.

I. RESPONSES TO THE QUESTIONNAIRE

School enrollment. The total enrollment of the fourteen schools ranged in size from two hundred to twenty-two hundred students. Four of these schools were junior and senior high schools combined. The total enrollment of the fourteen schools was reported as follows:

<u>Size of Schools</u>	<u>Number of Schools</u>
200 - 600	5
600 - 1000	3
1000 - 1400	3
1400 - 1800	2
1800 - 2200	1

Girls enrolled in physical education. The total number of girls enrolled in regular physical education classes ranged from 50 to 915 students. One school had as few as fifty students; one school had as many as 915 students enrolled in physical education. Five of the fourteen responding schools reported having one hundred to three hundred students in physical education classes. The total number of girls enrolled in physical education classes in the fourteen responding schools was as follows:

<u>Girls Enrolled in Physical Education</u>	<u>Number of Schools</u>
1 - 100	1
100 - 300	5
300 - 500	2
500 - 700	3
700 - 900	2
900 - 1100	1

Average sizes of physical education classes. The average size of the physical education classes ranged from fifteen to eighty students, with one school reporting having eighty students in a physical education class. Four schools had as few as fifteen to twenty-five students in a class. The average size of girls physical education classes in the fourteen responding schools was as follows:

<u>Average Size of Class</u>	<u>Number of Schools</u>
15 - 25	4
26 - 35	4
36 - 45	1
46 - 55	4
66 - 75	0
76 - 85	1

Number of classes of physical education taught daily. The number of girls physical education classes taught daily in the fourteen schools ranged from five to seven classes.

Ten schools reported having six classes of girls physical education daily. The number of physical education taught daily in the fourteen responding schools was as follows:

<u>Number of Classes Taught Daily</u>	<u>Number of Schools</u>
1	0
2	0
3	0
4	0
5	3
6	10
7	1

Number of days each week that students meet for physical education. The most frequently reported number of days-per-week for physical education classes was two, reported by five schools. Three schools were on the two and three plan, girls meeting two days a week for physical education one semester, and three days a week for physical education the second semester. Three schools were on the one to five plan, girls meeting for physical education one, two, three, four, or five days a week, depending upon their class level. The number of days weekly that students were in physical education classes were reported as follows:

<u>Number of Days Each Week</u>	<u>Number of Schools</u>
1	0
2	5
3	2
4	0
5	0
1 and 2 plan	1
2 and 3 plan	3
1 to 5 plan	3

Modular schedule. Three of the fourteen responding schools reported being on some type of modular scheduling. One of the schools reported being on a six-day schedule. In the case of a school vacation, students returning from the vacation would continue going to classes from where they were discontinued before the vacation. On this type of a schedule, the students do not miss classes that were interrupted by the vacation. During this six-day cycle, the high school girls met twice for physical education. One of the three schools reported being on a double-period schedule, classes meeting for single periods three days a week. The remaining two days a week some class periods met for a single period, some class periods met for a double period, and some class periods did not meet at all. The third school reported being on a five-day modular schedule, having

twenty module periods a day during the five-day school week. Students' schedules are set up on a yearly basis and in a situation where they might need some extra help, they meet extra modules. The number of schools that were on a modular type of scheduling was as follows:

<u>Type of Schedule</u>	<u>Number of Schools</u>
Six-day Modular	1
Double-period	1
Five-day Modular	1

Length of physical education class activity periods.

The length of the actual class activity period varied from twenty-five minutes to forty-five minutes in length. Six schools reported having activity periods of forty minutes in length. The length of the girls physical education class activity periods (exclusive of dressing and showers) was reported as follows:

<u>Length of Class Activity Periods</u>	<u>Number of Schools</u>
25 minutes	2
30 minutes	1
35 minutes	3
40 minutes	6
45 minutes	2

Outdoor teaching facilities. The fourteen responding schools reported various types of outdoor teaching facilities. Eleven schools reported having one track each, eleven schools had one softball field, some having more than one field, totaling fifteen fields. Eight schools reported a total of eighteen tennis courts, and twelve schools reported a total of nineteen fields which could be used for soccer or field hockey. Only one school had an archery area and golf green. One school had access to two bowling alleys outside the school premises which were used for instructional purposes. The number and type of outdoor teaching facilities in the fourteen responding schools were as follows:

<u>Type of Facility</u>	<u>Total</u>	<u>Number of Schools</u>
Track	11	11
Softball Fields	15	11
Tennis Courts	18	8
Soccer or Hockey Fields	19	12
Flat Ground	1	1
Archery Area	1	1
Golf Green	1	1
Bowling Alley	2	1

Indoor teaching facilities. One-half of the fourteen schools had a swimming pool inside their building for instructional purposes. There was a total of sixteen

gymnasiums for instructional use in the fourteen responding schools. One or two schools listed dance rooms, wrestling or weight rooms, stage, and balconies as teaching areas. One of the fourteen schools made use of classrooms, halls, and a student center as indoor teaching areas. The number and type of indoor teaching facilities in the fourteen responding schools was as follows:

<u>Type of Facility</u>	<u>Total</u>	<u>Number of Schools</u>
Swimming Pool	7	7
Gymnasiums	16	14
Gymnastic Room	2	2
Dance Room	1	1
Wrestling Room	1	1
Stage	1	1
Balcony	2	2
Weight Room	1	1
Classrooms	1	1
Student Center	1	1
Hall	1	1

Instructors of girls physical education. There was a total of thirty-seven instructors of girls physical education. Of this total, there were twenty-three full-time women instructors and two part-time women instructors teaching girls physical education in the fourteen responding schools.

There were also six full-time men instructors and six part-time men instructors of girls physical education in the fourteen schools. The number of instructors was reported as follows:

<u>Type of Instructors</u>	<u>Total Instructors</u>
Full-time women teachers	23
Part-time women teachers	2
Full-time men teachers	6
Part-time men teachers	6

Academic degrees held by girls physical education instructors. All fourteen responding schools reported that the highest academic degree held by their physical education instructors was either a bachelor of art or bachelor of science major degree in physical education. One instructor held a masters degree in guidance and one instructor held a degree in a subject other than physical education but also taught physical education on a part-time basis. The highest degree held by the girls physical education instructors in the fourteen schools was reported as follows:

<u>Highest Academic Degree Held</u>	<u>Number of Schools</u>
BA or BS Major in Physical Education	14
MA or MS Major in Physical Education	0
BA or BS with Minor in Physical Education	1
MA or MS with Minor in Physical Education	0
MA in Guidance	1

Designer of girls physical education curriculum.

Twelve of the fourteen responding schools reported that the individual instructor or instructors were responsible for designing the girls physical education program. Two schools reported that the individual instructor along with a physical education director or consultant designed the girls physical education program. The designer of the girls physical education program was reported as follows:

<u>Designer of Program</u>	<u>Number of Schools</u>
Individual instructor	12
Physical education director or consultant and individual instructor	2

II. RESPONSES TO THE TEACHER CHECKLIST

In tabulating the data from the girls physical education teacher checklists, the investigator found that swimming was taught 1,338 class periods during one academic school year. This activity was taught all year long. Tennis was the second most frequently taught activity, having been taught 753 class periods during the school year. Volleyball and gymnastics followed with 706 and 540 class periods being taught respectively. Some of the activities which were least taught during the school year were field hockey and ice skating with twelve periods taught, social dance with eleven periods taught, tinkling with nine periods taught,

and fencing and snow skiing with no periods taught.

Girls physical education teacher checklist. The number of actual class periods for each activity during the 1970-71 school year was reported as follows:

Activity	Periods Taught	Activity	Periods Taught
Swimming	1,338	Fitness and body Mechanics	100
Tennis	753	Tumbling	70
Volleyball	706	Football	57
Gymnastics	540	Movement Fundamentals	50
Archery	508	Speed-Away	46
Basketball	438	Recreational Games	40
Softball	436	Canoeing	30
Badminton	330	Horseback Riding	24
Soccer	283	Field Hockey	12
Golf	219	Ice Skating	12
Table Tennis	206	Social Dance	11
Speedball	133	Tinikling	9
Modern Dance	149	Fencing	0
Bowling	125	Snow Skiing	0
Folk and Square Dance	110		

Reasons why activity was not taught. In listing their reasons for not teaching a certain activity, ten schools did not teach canoeing because of no facilities, eight did not offer horseback riding, seven did not instruct ice skating and eight snow skiing, also because of no facilities. Fencing, canoeing, horseback riding and snow skiing were not taught because as many as twelve schools indicated they did not have equipment for such activities. These four activities were also considered too expensive. Four schools felt their instructors were not qualified to teach fencing and snow skiing. Folk and square dance was not taught in four schools and social dance was not taught in six schools because the instructors indicated there was no local interest in these activities.

SCHOOLS REPORTING REASONS WHY ACTIVITY WAS NOT TAUGHT

Activity	No Facil- ities	Inade- quate Facil- ities	No Equip- ment	Too Expen- sive	Class Size Too Large	Class Per- iods Too Short	Teacher Not Qualified for Activity	No Local Inter- est	Other
Archery									
Badminton					1				
Basketball					1				
Bowling	2		1		1				
Canoeing	10		8	4	1		1		
Fencing	4		12	3	1		4	2	
Field Hockey	1		7						1
Folk and Square Dance		1	1	1				4	2
Horseback Riding	8	1	8	5		1	2	1	
Golf	1		4						
Gymnastics	1		1				1		
Ice Skating	7	2	6				2	2	
Modern Dance							2	3	2
Skiing (Snow)	8	1	8	4			4	1	
Soccer	1							2	2
Social Dance		1						6	2
Softball									2
Speedball								2	2
Swimming	6								
Table Tennis					1				2
Tennis	4		1						1
Volleyball									

III. RESPONSES TO THE STUDENT CHECKLIST

Of the 379 student respondents, 340 girls checked that they had received instruction in school in basketball, 339 had received instruction in school in volleyball, 323 in softball, and 280 in badminton. Of these same 379 respondents, 268 received most of their instruction in swimming outside of school, 234 received instruction in horseback riding outside of school, 223 in bowling, and 197 in ice skating.

The activities these respondents most actively participated in outside of school were swimming, softball, basketball, horseback riding, and tennis. Only four girls participated actively in archery, five in canoeing, two in horseshoes, and none in fencing, field hockey, or roller skating. Students participated moderately outside of school in such activities as bowling, swimming, softball, and badminton, and seldom in such activities as horseback riding, bowling, badminton, ice skating, and table tennis. One hundred and seventy-nine students had never participated in fencing, 166 in field hockey, 168 in snow skiing, 139 in archery, and 135 in canoeing outside of school.

The students were asked to check in which four activities they would like some or more instruction. Of the 379 respondents, 159 students expressed a desire for some or more instruction in horseback riding, 127 in tennis, 108 in bowling, one hundred in swimming, and ninety-seven in archery.

Student checklist. The type of instruction and amount of participation in a particular activity from the number of girls in each responding school who completed the student checklist were as follows:

Activity	Instruction		Participate in			
	In School	*Out of School	Active-ly	Moderately	Seldom	Never
Archery	247	72	4	31	83	139
Badminton	280	156	23	118	125	24
Basketball	340	145	50	115	108	33
Bowling	229	223	36	132	122	31
Canoeing	7	90	5	22	68	135
Fencing	2	8	0	2	7	179
Field Hockey	108	15	0	11	36	166
Folk and Square Dance	228	44	5	9	66	160
Horseback Riding	31	234	48	80	137	34
Horseshoes	37	114	2	13	88	128
Golf	138	122	19	40	78	115
Gymnastics	273	63	19	52	79	100

*YMCA, YWCA, City Recreation, Private Lessons, Private Club, Home, Home of a Friend.

Student checklist (continued)

Activity	: Instruction : Participate in					
	: In : *Out of: Active-: Moder- : Outside of School					
	: School:	: School:	ly	: ately	: Seldom	: Never
Ice Skating	18	197	28	76	121	56
Modern Dance	104	106	36	58	45	107
Skiing (Snow)	3	45	9	9	23	168
Soccer	272	73	12	49	112	89
Social Dance	49	140	29	80	82	64
Softball	323	177	55	118	37	50
Speedball	161	15	10	14	43	133
Swimming	166	268	156	123	32	9
Table Tennis	217	180	34	95	113	50
Tennis	211	139	41	72	91	72
Volleyball	339	117	36	103	99	41
Roller Skating	12	0	0	0	0	0

*YMCA, YWCA, City Recreation, Private Lessons, Private Club, Home, Home of a Friend.

Student checklist. (continued)

Students in each school were asked to indicate in which four activities they would like some or more instruction. The results as completed by the respondents were as follows:

Activity	Number of girls	Activity	Number of girls
Archery	97	Ice Skating	55
Badminton	42	Modern Dance	51
Basketball	41	Skiing (snow)	72
Bowling	108	Soccer	12
Canoeing	88	Social Dance	16
Fencing	56	Softball	50
Field Hockey	11	Speedball	11
Folk and Square Dance	15	Swimming	100
Horseback Riding	31	Table Tennis	17
Horseshoes	8	Tennis	127
Golf	78	Volleyball	40
Gymnastics	81	Roller Skating	0

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

It was the purpose of this study to determine which physical education activities were taught and participated in that have a carry-over value for leisure time, in the high schools of Polk County, Iowa, during the school year of 1970-71.

A review of literature was made to establish some general principles and ideas on play, recreation, and the need for leisure-time activities. Following a review of the literature a questionnaire, teacher and student checklist were formulated, validated and sent to the fourteen high schools of Polk County, Iowa. Fourteen questionnaires and teacher checklists were returned for a percentage of one hundred. Three hundred and seventy-nine of the 419 student checklists distributed were returned, representing 90 per cent.

II. CONCLUSIONS

In general, most of the Polk County schools are offering and teaching leisure-time sports in their physical

education programs. If they are not, they list lack of facilities and lack of equipment as the reasons for not teaching such an activity.

The students surveyed specifically indicated that their instruction in leisure-time activities came from their out-of-school contacts as well as from their school physical education program. Some of the activities the girls wanted more instruction in were the same as those activities Vendien found as desired in her studies such as horseback riding, swimming, tennis, and bowling.

III. RECOMMENDATIONS

It seems more studies could be made with high school students and teachers to see what is being offered in the area of leisure-time sports. If physical educators are really concerned with preparing their students for worthy use of leisure time, then perhaps regular evaluation of each individual program is necessary. It would be of benefit to know what the student's needs and interests are and if these are being fulfilled in the physical education class. The items checked by the instructors would definitely indicate the reasons for not offering certain activities. The administration or physical education director should be made aware of these reasons and then with cooperative efforts, perhaps the physical education program could be improved where necessary.

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APPENDICES

APPENDIX A

4012 - 43rd St.
Des Moines, Iowa 50310

Dear Colleague,

I am conducting a study of leisure-time sports offered in physical education classes in selected Iowa high schools. This study is in partial fulfillment of the requirements for the degree, Master of Science in Education at Drake University in Des Moines, Iowa.

The purpose of this study is to determine which physical education activities are taught and participated in that have a carry-over value for leisure time.

Would you please complete the enclosed questionnaire and teacher checklist, and return in the stamped self-addressed envelope which is enclosed for your convenience.

Also enclosed is a form entitled "Girl's Physical Education Class Schedule" which I would also like filled out and returned with the questionnaire and teacher checklist.

I would appreciate return of these forms at your earliest convenience.

Names of schools or individual teachers will not be used in reporting the results of this study.

Very truly yours,

(Mrs.) Jean C. Heger

9. How many physical education instructors are there teaching girls physical education?

	Men	Women
Full-time	:	:
Part-time	:	:

10. Indicate by highest degree the number of girls physical education instructors holding each degree listed:

No physical education degree	_____
BA or BS major in physical education	_____
MA or MS major in physical education	_____
BA or BS with minor in physical education	_____
MA or MS with minor in physical education	_____
Minimum number of hours preparatory in physical education (2-12)	_____
Specialist in physical education	_____
Doctorate in physical education	_____
Other	_____

11. Who designs the girls' physical education curriculum?

a. Individual instructor	_____
b. Physical education director or consultant	_____
c. Both of the above	_____
d. Neither of the above	_____
e. Other	_____

Please contact me if you wish a copy of the results of this study.

APPENDIX C

GIRLS PHYSICAL EDUCATION TEACHER CHECKLIST

If an activity was taught or will be taught in 1970-71, please indicate in the first open column how many class periods were devoted to that activity. Place an X in the proper space opposite each activity to show if a particular activity was taught in 1970-71, and if not, check the reason why not. If there is more than one reason for not teaching a certain activity, place an X in the appropriate spaces.

ACTIVITY	TAUGHT					NOT TAUGHT				
	:Number :					Class	Teacher			
	:of Class:	Inade-				Class	Per-	Not	No	
	:Periods :	No	quate	No	Too	Size	iods	Qualified	Local	
	:Taught :	Facil-	Facil-	Equip-	Expen-	Too	Too	for	Inter-	
	:1970-71 :	ities	ities	ment	sive	Large	Short	Activity	est	Other
Archery										
Badminton										
Basketball										
Bowling										
Canoeing										
Fencing										
Field Hockey										
Folk and Square Dance										
Horseback Riding										
Golf										
Gymnastics										
Ice Skating										
Modern Dance										
Skiing (Snow)										
Soccer										
Social Dance										
Softball										
Speedball										
Swimming										
Table Tennis										
Tennis										
Volleyball										
Others										

54

GIRL'S PHYSICAL EDUCATION CLASS SCHEDULE

Please indicate below a schedule of girls' classes listing:

- a. How many class periods per week a particular class meets
- b. Grade level of each class
- c. Size of each class
- d. Identify each class by sections or other means of identification
you may already have in your school

Example: Per. 1 MWF - Section I Sophs. - 40
Per. 2 MWF - Section I Jrs. - 45

Period	Monday	Tuesday	Wednesday	Thursday	Friday
1					
2					
3					
4					
5					
6					
7					

APPENDIX E

4012 - 43rd St.
Des Moines, Iowa 50310

Dear Colleague:

A questionnaire and checklist were mailed to you pertaining to physical education facilities and activities offered in your girls' physical education program. A class schedule was also requested. These items along with the enclosed Student Checklist are necessary for completion of a Master of Science Degree in Education at Drake University, in Des Moines, Iowa.

I would appreciate your giving this checklist to your
(Name of the class the teacher will give the checklist to.)

Please return these checklists in the enclosed manila envelope at your earliest convenience.

Very truly yours,

(Mrs.) Jean C. Heger

APPENDIX F
STUDENT CHECKLIST

Soph. _____
Jr. _____
Sr. _____

- I. Place an X in the proper space opposite each activity in which you have received instruction in school or outside of school. If you have received instruction both in school and outside of school, place an X in both columns.
- II. Place an X in the proper space that shows to what extent you participate in each activity outside of school.
- III. Check four activities in which you would like some or more instruction.

	I		II			III
	Instruction		Participate in Outside of School			Check four
	In	*Out of				activities in
ACTIVITY	School	School	Active-	Moder-		which you would
			ly	ately	Seldom	like more
					Never	instruction

Archery
Badminton
Basketball
Bowling
Canoeing
Fencing
Field Hockey
Folk and Square Dance
Horseback Riding
Horseshoes
Golf
Gymnastics
Ice Skating

*YMCA, YWCA, City Recreation, Private Lessons, Private Club, Home, Home of a Friend.

APPENDIX F (Continued)

	I		II				III
	Instruction		Participate in Outside of School				Check four activities in which you would like more instruction
ACTIVITY	In School	*Out of School	Active- ly	Moder- ately	Seldom	Never	
Modern Dance							
Skiing (Snow)							
Soccer							
Social Dance							
Softball							
Speedball							
Swimming							
Table Tennis							
Tennis							
Volleyball							
Others							

*YMCA, YWCA, City Recreation, Private Lessons, Private Club, Home, Home of a Friend.

APPENDIX G

POLK COUNTY, IOWA, HIGH SCHOOLS

1. Ankeny
2. Bondurant
3. Des Moines East
4. Des Moines Hoover
5. Des Moines Lincoln
6. Des Moines North
7. Des Moines Roosevelt
8. Des Moines Technical
9. Johnston
10. North Polk
11. Saydel
12. Southeast Polk
13. Urbandale
14. Valley